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ABSTRACT

The salient features of the Portland Consortium Training Complex (P.C.T.C.) include: (1) cooperative planning by the local school district, the institution of higher education, the local teacher association, and the community; (2) management consistent with a collaborative decision-making model; and (3) community, preservice, and inservice program components that are derived from needs assessment activities in a school setting. Each school within the P.C.T.C. has a School Inservice Committee. Technical assistance is provided by project staff. The function of the School Inservice Committee is to facilitate needs assessment activities for this strand of the inservice program and to involve teachers in the design, implementation, and evaluation of the training. Coordination of all inservice activities is the responsibility of the P.C.T.C. Teacher Education Council. Therefore, those people closest to the students and the day-to-day operation of the schools have a major responsibility for designing their own program. The inservice program is conducted following the guidelines of the Comfield Model. This model is based on the assessment of desired outcomes for the specific student population and the assessment of instruction programs. It is an alternative, field-centered, competency-based, teacher education program. Accompanying this report is a sample teacher survey instrument for evaluation purposes and a work flow chart. (JD)

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THE RELATIONSHIP OF INSERVICE EDUCATION TO PROGRAM IMPROVEMENT WITHIN THE PORTLAND CONSORTIUM TRAINING COMPLEX

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Mary Gourley

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PORTLAND CONSORTIUM TRAINING COMPLEX
PORTLAND PUBLIC SCHOOLS / PORTLAND STATE UNIVERSITY / PORTLAND ASSOCIATION OF TEACHERS / TEACHER CORPS

THE RELATIONSHIP OF INSERVICE EDUCATION
TO PROGRAM IMPROVEMENT

An overview of the Portland Consortium Training Complex
Portland Public Schools - Portland State University - Portland Association of Teachers
Teacher Corps

Introduction

The Portland Consortium Training Complex (P.C.T.C.) is a Teacher Corps project designed to:

1. Establish a training complex in an urban school environment that is based upon and responsive to the assessed needs of the students, teachers, teacher aides, auxiliary personnel and community.

2. Provide a demonstration of exemplary field-based pre and inservice training for teachers, interns, teacher aides and auxiliary personnel.

3. Establish a project structure based on a collaborative decision making model which provides community and institutional participant parity in policy making and participant equity in management decisions.

4. Develop replicable training complex components including those for community leaders, parents and volunteers for use elsewhere within the Portland district, with other local education agencies, local and state education associations, and institutions of higher education.

5. Evaluate the project's continuing progress toward the attainment of the above goals and to determine the effectiveness and generalizability of project components.

The salient features of the P.C.T.C. include: 1) cooperative planning by the local school district, the institution of higher education, the local teacher association and the community, 2) management consistent with a collaborative decision making model, 3) community, preservice and inservice program components which are derived from needs assessment activities in a school setting.

Inservice Education and Program Improvement Within the P.C.T.C.

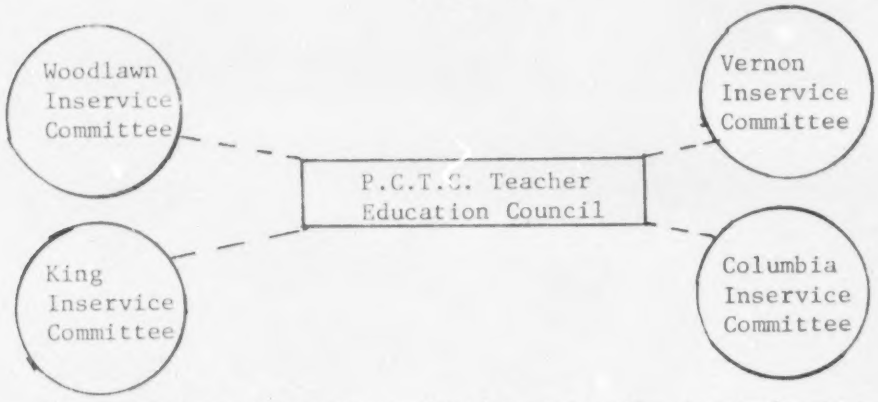
The inservice component is related to program improvement in two ways: 1) current inservice activities are designed in response to the immediate needs of teachers, and 2) the Comfield Model* for developing teacher education programs is being used as the basis for a comprehensive program development effort.

1. Immediate needs. Current inservice opportunities for participating teachers are based on teacher perceived needs. A survey instrument for helping identify teacher needs (Attachment A) is attached.

Each school within the P.C.T.C. has a School Inservice Committee. Technical assistance is provided by project staff. The function of the School Inservice Committee is to facilitate needs assessment activities for this strand of the inservice program and to involve teachers in the design, implementation and evaluation of the training. Coordination of all inservice activities is the responsibility of the P.C.T.C. Teacher Education Council. Therefore, those people closest to the students and the day to day operation of the schools have a major responsibility for designing their own program.

The inservice organizational model is described below in Figure 1. This structure allows for the continuous flow of inservice related information among all interested persons. Inservice activities can be planned and implemented based upon need, rather than university or district schedules.

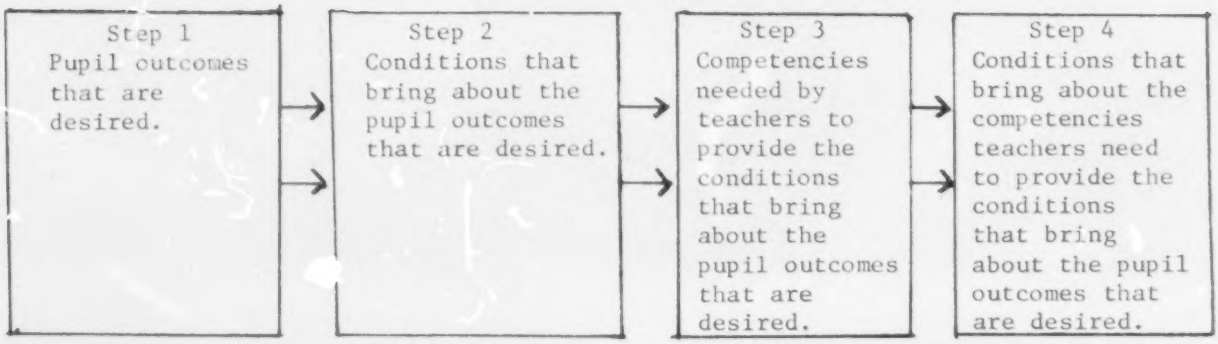
Figure 1.



2. Comprehensive program development. The inservice program is also related to program improvement in that the Comfield Model is currently being used for the development of an alternative field centered, competency-based teacher education program. The Comfield Model (See figure 2.) is based on the assessment of desired outcomes for the specific student population and the assessment of the instructional programs within the P.C.T.C. schools.

*Shalock, H. Del and James R. Hale (Eds.) A Competency-Based Field Centered, Systems Approach to Elementary Teacher Education. Portland 1968 (NWREL) Research in Education, Ed 026 305. Vol. 1, p. 8.

Figure 2.
Comfield Model for Program Development


Step 1
Pupil outcomes that are desired.
Step 2
Conditions that bring about the pupil outcomes that are desired.
Step 3
Competencies needed by teachers to provide the conditions that bring about the pupil outcomes that are desired.
Step 4
Conditions that bring about the competencies teachers need to provide the conditions that bring about the pupil outcomes that are desired.
The goals of education
The instructional program within the schools
The goals of teacher education
The teacher education program

The developmental work of identifying teacher competencies through a process of 1) identifying and validating student needs, 2) assessing the students in the training complex, and 3) validating conditions necessary to meet priority student needs has been in progress since August of 1975, and is being implemented through the collaboration of community, school district and university participants. During the 1976-77 school year those identified competencies will become the basis of a teacher and intern needs assessment, allowing the project to individualize training for each instructional staff member to meet actual needs in working with the specific student population of the project schools.

In summary, the Teacher Education Component has two distinct, but interrelated strands which will eventually merge as data produced by both are brought together in the development of an alternative teacher education program. A work flow chart for the developmental model is attached. (Attachment B)

Constraints to Effective Inservice within the P.C.T.C.

1. Conventional Wisdom. The School District, the University, the Teacher's Association, the Community, and Teacher Corps each have built-in rules, regulations, and expectations which collectively provide constraints to effective inservice activities. An example is the conventional term - credit - course pattern which is not the unique province of the University. There is a need for creative thinking and openness to change.

2. Availability of personnel with time and flexible schedules to work in classrooms. Current role definitions within our organizational structures do not provide for flexible inservice in classrooms. There is a need for new roles based upon inservice functions.

3. Methods of providing release time for inservice. The traditional after school, evenings, and week-end pattern is still the prevailing option. We need to examine the concept of a "day's work for a day's pay" and the need for continued professional growth for all personnel. Institutions need to recognize the responsibility

for providing optional inservice organizational patterns.

4. Methods of providing incentives for in-class curriculum development and improvement. Teachers are still rewarded for passing hurdles which may be related, but are largely external from their classroom assignments. Curriculum development activities need to be recognized as forms of inservice and incentives provided.

5. Methods of providing incentives for field work to university personnel. The University traditionally does not reward field work to the same degree that it does on-campus teaching and research. The university needs to recognize district inservice needs and provide for more effective ways of meeting those needs, including incentives for those working "off campus".

P.C.T.C.
INSERVICE PROGRAM PLANNING

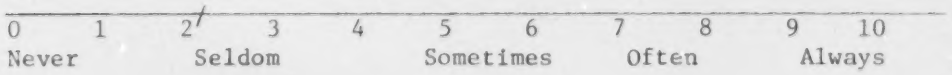
Teacher Survey Instrument
October, 1975

This survey is designed to gather information for the purpose of planning the Winter Quarter inservice program. The results will be summarized and analyzed by your school inservice committee. They will recommend to the Teacher Corps staff what programs would best meet the needs of the teachers and staff in your school. To the extent possible, the Winter Quarter inservice program will reflect the recommendations made by the school inservice committee. REMEMBER, YOUR RESPONSES WILL REMAIN ANONYMOUS.

Directions

I. Review the instrument. There are 31 statements on the instrument which are related to teacher effectiveness. Each item is accompanied by a rating scale from 0 - 10, with (0) representing "never" and (10) representing "always."

II. Rate each item by placing a vertical mark (/) across the scale at the place you feel best represents your perception of the situation at your school. For example, if you felt that teachers seldom provided individualized instruction for students (item #18), you might place your mark as follows.



Remember, it is your best perception that counts.

1. Teachers and staff exhibit characteristics of self-awareness, self-acceptance, self-evaluation and personal esteem.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

2. Teachers and staff are open to change, receptive to feedback, and are willing to experiment with different behaviors and roles.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

3. Teachers and staff use effective interpersonal and group process skills in working with others.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

4. Teachers play an active role in planning, evaluating, and making decisions regarding the school.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

5. The school environment encourages a problem solving approach to conflicts which occur.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

6. The school environment facilitates open communication.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

7. The school environment encourages parent and community involvement.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

8. The school climate is conducive to learning.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

9. The classroom climate is conducive to learning.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

10. Each student's performance is interpreted in relation to his individual capability.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

11. Students help to plan and identify instructional goals for classroom activities.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

12. Students help to plan the learning activities related to the instructional goals.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

13. Students help to organize the materials and the physical environment of the classroom to fit the learning activities.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

14. The classroom is organized to respond positively to the needs of the "disruptive child."

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

15. The classroom environment encourages a problem solving approach to conflicts which occur.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

16. The classroom environment encourages open communication.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

17. The classroom envirorment encourages parent and community involvement.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

18. Teachers provide individualized instruction for students.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

19. Teachers utilize a diagnostic-prescriptive teaching model.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

20. Teachers provide for the special needs of exceptional children.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

21. Teachers provide for the needs of students from diverse cultures.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

22. Teachers provide for matching teaching styles with student learning styles.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

23. Teachers provide alternative learning activities for different students.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

24. Teachers use methods which promote independent, responsible, and capable learners.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

25. Teachers use methods which reflect an understanding of the different curricular areas.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

26. Teachers use parents and other community members as community resources in planning and implementing learning activities.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes		Often			Always

27. Teachers plan learning activities which deal effectively with cultural and racial stereotypes.

0	1	2	3	4	5	6	7	8	9	10
Never			Seldom			Sometimes		Often		Always

28. Teachers plan learning activities which deal effectively with the psychological and socio-economic impact of prejudices.

0	1	2	3	4	5	6	7	8	9	10
Never			Seldom			Sometimes		Often		Always

29. Teachers help students to confront and understand the feelings of students of other cultural, racial, and ethnic groups.

0	1	2	3	4	5	6	7	8	9	10
Never			Seldom			Sometimes		Often		Always

30. Teachers use techniques for building and enhancing the self-concept of <u>all</u> students.

0	1	2	3	4	5	6	7	8	9	10
Never			Seldom			Sometimes		Often		Always

<u>FREE RESPONSE</u>:

31. Identify and briefly describe the three most important concerns or needs the inservice program might legitimately address in your school. Be as specific as you can at this time.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

WORK FLOW CHART FOR THE TEACHER CORPS PRESERVICE/INSERVICE TEACHER EDUCATION PROGRAM